Chrissy and Stacy’s thinglink: <https://www.thinglink.com/scene/412790598622248962#tlsite>

**Reflection:** We decided to hunt for an infographic that would fit nicely with our Figurative Language LibGuide; there were very few to choose from. The one that we finally decided to focus on is teaching about Haiku, as a form of poetry. Although the infographic does not specifically indicate whether or not it is under a copyright free license, we determined (after referring back to the original website/publication) that it was created to share. The group that published the infographic is called Tweetspeak Poetry; their mission is solely focused on promoting poetry. Once we determined that we’d be using the Haiku infographic, we analyzed it according to the questions posed on the assignment description as well as those suggested by NAMLE.

Here are our thoughts and responses to those questions:

Assignment Questions to Consider:

What is the media message/thesis? **Teaching about Haiku as a form of poetry.**

Who is the creator of the infographic? **Tweetspeak Poetry- Poetry Group**

Who is the intended audience? **Middle and High School Students - “... leave in your locker...”**

Who paid for the creation of this infographic? **Tweetspeak Poetry**

What techniques are used to present the information? Are they appropriate for the type of information selected? **Images/Graphics support the information given. - Yes they are appropriate. Give names of Haiku Poets, historical information, format details; quotes, chunks of info.; bulleted lists; color of text for emphasis (red)**

What are the sources for the information? Are they clearly shared and connected to specific data? Are they credible? Recent? Biased? **Not shared, nor connected - seem to be accurate and reliable after doing my own search for the information - don’t seem biased.**

Was more credible, more relevant evidence ignored? **Not that I could see.**

Based on the evidence presented, does the infographic jump to logical conclusions/assertions? - **that students will know words/concepts such as - juxtaposed, reflected, fragment**

Does the infographic present a credible, reliable message? Is it fact or opinion? **All fact - seems credible to me.**

NAMLE QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES

AUTHORSHIP:

Who made this message? **Tweetspeak Poetry**

PURPOSE

Why was this made? **to teach about Haiku poetry**

Who is the target audience (and how do you know)? **middle and high school students (locker comment)**

ECONOMICS

Who paid for this? **TweetSpeak**

IMPACT

Who might benefit from this message? **Students learning about Haiku - the authors mentioned on the info. graphic - teachers as a teaching aid**

Who might be harmed by it? **nobody**

Why might this message matter to me? **helping to teach students about Haiku and some of the famous Haiku poets.**

AUDIENCE & AUTHORSHIP RESPONSE

What kinds of actions might I take in response to this message?  **I’d try to write my own Haiku poems - as suggested by the graphic**

CONTENT

What is this about (and what makes you think that)? **Haiku poetry and poets (states this explicitly)**

What ideas, values, information, and/or points of view are overt? Implied? **Poetry overt -a certain way to write Haiku - includes certain things.**

What is left out of this message that might be important to know? **Nothing that I can think of.**

TECHNIQUES

What techniques are used? **quotes, chunks of info.; bulleted lists; color of text for emphasis (red), graphics/pictures**

Why were those techniques used? **emphasis, draw attention, group ideas**

How do they communicate the message? **explicitly, directly**

MESSAGES & MEANINGS INTERPRETATIONS

How might different people understand this message differently? **Not much room for multiple interpretations - if someone does not know/understand some of the vocabulary they may struggle a bit more, but would still be able to get the main message.**

What is my interpretation of this and what do I learn about myself from my reaction or interpretation? **I like the graphic, it flows nicely, looks interesting - a bit busy with almost too much information in some areas. I question credibility because there are no sources cited, but a lot of writers and terms used that should be sited.**

CONTEXT

When was this made? **Feb. 27, 2013 - went back to the website to look.**

Where or how was it shared with the public? **On the Tweetspeak Blog**

REPRESENTATIONS & REALITY CREDIBILITY

Is this fact, opinion, or something else? **Fact**

How credible is this (and what makes you think that)? **Credible because I conducted a triangulation of sources to confirm the information on the infographic.**

What are the sources of the information, ideas, or assertions? **Don’t know - so does this means that it’s not credible?**

After performing the analysis of the infographic, we were left questioning where the creators got their information. No resources were credited anywhere. Although all of the information was accurate (we know this because we were able to find the same information through our own searching) we’d still like to see where it came from, which would add to the credibility. We decided to tag our infographic with sources that would lead the viewer to the given information. It is clear that the infographic was created to help teach students, so we wanted to model linking information to sources. We also tagged the infographic with sites that could give additional information to students who may be interested in discovering more, especially in regard to the listed poets. We think the infographic is strong in teaching important Haiku concepts from from to history, but we’d like to know more about where the information on the infographic came from.